

Teaching workload of full-time teachers

Ongoing debates about teachers' salaries, professional status, and instructional time spark interest in the amount of time teachers spend working, the number of classes they teach per day, and the number of students they have in each class. A teacher's work day does not end once classes are dismissed. Teachers are likely to spend additional time outside of school hours working on school-related activities.

- While full-time public school teachers were required to be at school 33 hours per week, on average in the 1993–94 school year, they reported working 45 hours per week. Private school teachers were required to be at school an average of 34 hours per week, but reported working 47 hours per week.
- Full-time public and private school teachers reported spending extra hours (12 and 13 hours, respectively) before and after school and on weekends; of these extra hours, about one-fourth were spent in activities involving students.
- In the 1993–94 school year, full-time public school teachers' classes were larger than those of private school teachers (24 versus 21 students per class).
- In the 1993–94 school year, less experienced teachers (those with 3 years or less of teaching experience) worked more total hours per week than did more experienced teachers (those with 4 or more years of teaching experience).

Average hours full-time teachers spent per week at school and in school-related activities, class size, and classes taught per day, by control of school and selected teacher characteristics: School year 1993–94

Control of school and selected teacher characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size ²	Average number of classes taught per day ³
			Total	Activities involving students ¹	Other related activities ¹		
Public	45.2	33.2	12.0	3.3	8.7	23.5	5.5
Teacher level							
Elementary	44.0	33.0	11.0	1.7	9.2	23.2	6.4
Secondary	46.5	33.3	13.2	4.9	8.2	23.8	5.5
Years of teaching experience							
3 years or less	48.2	34.3	13.9	4.2	9.8	23.5	5.5
4 years or more	44.8	33.0	11.8	3.2	8.6	23.5	5.5
Private	47.3	34.3	13.0	3.7	9.3	20.8	5.7
Teacher level							
Elementary	45.8	34.4	11.4	2.3	9.1	21.3	7.5
Secondary	49.4	34.1	15.3	5.7	9.6	20.1	5.7
Years of teaching experience							
3 years or less	48.8	35.2	13.7	4.0	9.7	19.5	5.6
4 years or more	46.9	34.0	12.9	3.6	9.2	21.1	5.7

¹ "Activities involving students" include coaching, tutoring, going on field trips, and transporting students. "Other related activities" include preparing for class, grading papers, holding parent/teacher conferences, and attending meetings.

² Includes self-contained and departmentalized teachers only.

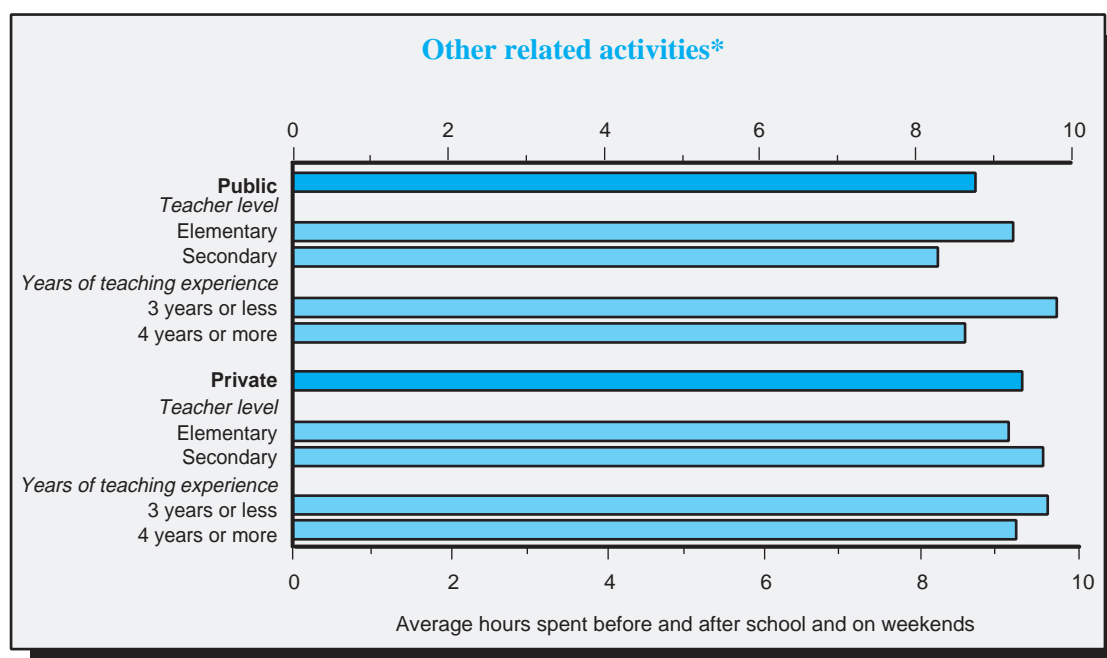
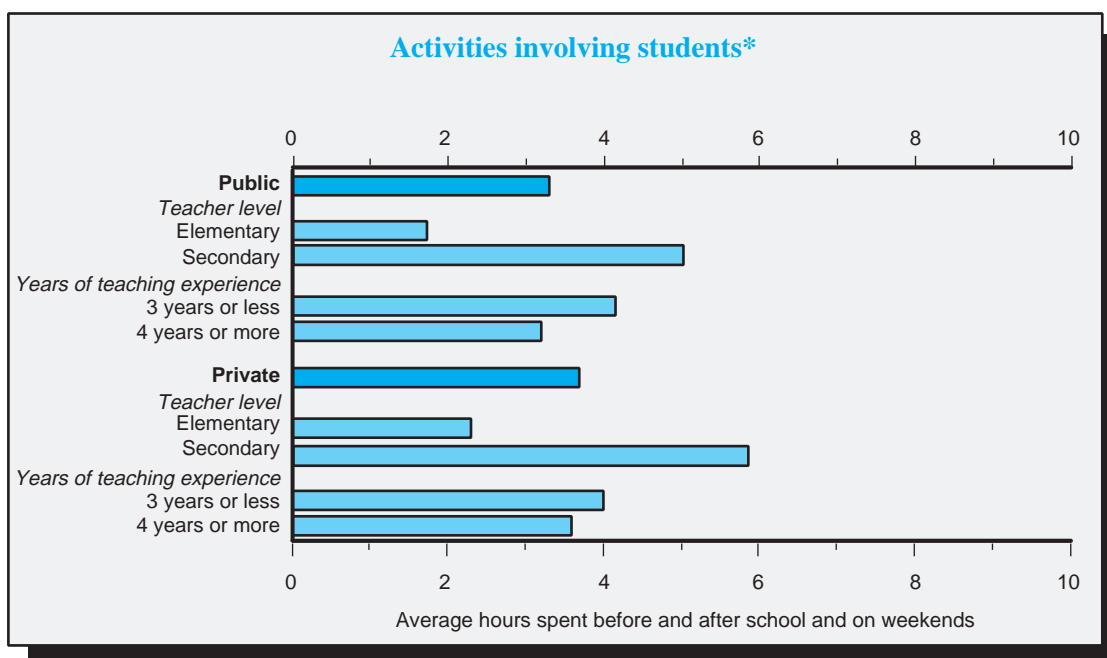
³ Includes only departmentalized teachers. Since elementary teachers tend not to teach separate classes, only 8 percent of the public school teachers and 18 percent of the private school teachers who responded to this question were elementary teachers, while 92 percent of the public

school and 82 percent of the private school teachers were secondary teachers.

NOTE: Excludes a small number of teachers whose schools did not respond to the questionnaire. Details may not add to totals due to rounding. Data are revised from previously published figures. See the supplemental note to this indicator for the definition of teacher level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher and Private School Teacher questionnaires).

**Average hours full-time teachers spent per week before and after school and on weekends, by control of school and selected teacher characteristics:
School year 1993–94**



* "Activities involving students" include coaching, tutoring, going on field trips, and transporting students. "Other related activities" include preparing for class, grading papers, holding parent/teacher conferences, and attending meetings.

NOTE: See the supplemental note to this indicator for the definition of teacher level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher and Private School Teacher questionnaires).

Note to Indicator 40: Definition of teacher level

The Schools and Staffing Survey (SASS) teacher level is a variable that describes the level of students taught by a teacher at their school. Teacher level can be classified as either “elementary” or “secondary” based on the grade levels of students taught, the main teaching assignment of the teacher, the class structures taught by the teacher, and the subjects taught by the teacher.

For this analysis, elementary teachers include those teachers who:

- teach students who are ungraded or whose highest grade level is grade 5;
- teach students in prekindergarten through grade 8 and have a main teaching assignment of prekindergarten, kindergarten, or general elementary;
- teach students in grades 1–6, and who teach the subjects of general elementary, special elementary, or other elementary;
- teach students in grades 1–12, but who have the majority of their students in grades 1–6;
- teach students in grades 1–12, and teach the subjects of general elementary, special elementary, or other elementary;
- teach the subjects of general elementary, special elementary, and other elementary classes to graded and ungraded levels of students;
- have a main teaching assignment in special education and teach elementary enrichment classes;
- have a main teaching assignment in special education who teach the subjects of general elementary, special elementary, and other elementary; and
- teachers who teach in pull-out class structures.

Secondary teachers include those teachers who:

- teach students in grades 5–9 and no other grades;
- teach students in grades 9–12 or postsecondary students;
- teach students in grades 7–12 who teach the subjects of mathematics, science, English, social studies, vocational/technical, special secondary education, and other secondary;
- teach students in grades 1–12, but who have the majority of their students in grades 7–12;
- teach students in grades 7–12 who teach the subjects of mathematics, science, English, social studies, vocational/technical, special secondary education, and other secondary;
- teach students in grades 1–6 and 7–12, but who teach the subjects of mathematics, science, English, social studies, vocational/technical, special secondary education, and other secondary classes;
- teach mathematics, science, English, social studies, vocational/technical, special secondary education, and other secondary classes to ungraded students;
- have a main teaching assignment in special education who teach the subjects of mathematics, science, English, social studies, vocational/technical, special secondary education, and other secondary;
- teach in most departmentalized class structures.

Table S40

Standard errors for the text table in *Indicator 40*

Control of school and selected teacher characteristics	Average hours worked per week	Average hours required at school	Average hours spent before and after school and on weekends			Average class size	Average num- ber of classes taught per day
			Total	Activities involving students	Other related activities		
Public	0.1	0.1	0.1	*0.0	*0.0	0.1	*0.0
Teacher level							
Elementary	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Secondary	0.1	0.1	0.1	0.1	*0.0	0.1	*0.0
Years of teaching experience							
3 years or less	0.3	0.3	0.2	0.1	0.2	0.3	0.1
4 years or more	0.1	0.1	0.1	*0.0	*0.0	0.1	*0.0
Private	0.2	0.1	0.1	0.1	0.1	0.1	*0.0
Teacher level							
Elementary	0.2	0.1	0.2	0.1	0.1	0.2	0.2
Secondary	0.3	0.2	0.1	0.1	0.1	0.2	*0.0
Years of teaching experience							
3 years or less	0.3	0.2	0.3	0.2	0.2	0.3	0.1
4 years or more	0.2	0.1	0.1	0.1	0.1	0.2	0.1

* Standard errors less than 0.05 are rounded to 0.0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Public School Teacher and Private School Teacher questionnaires).